

## J C LYNCH ELEMENTARY

124 Hicks Road  
Coward, SC 29530

**GRADES** K-5 Elementary School

**ENROLLMENT** 321 Students

**PRINCIPAL** Donna D. Goodwin 843-389-3323

**SUPERINTENDENT** Mrs. Beth M. Wright 843-374-8652

**BOARD CHAIR** Richard Cook 843-394-8043

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	36	53	6	0

#### IMPROVEMENT RATING:

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**



**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Excellent	N/A
<b>2002</b>	Good	Average	N/A
<b>2003</b>	Good	Average	Yes
<b>2004</b>	Good	Good	Yes

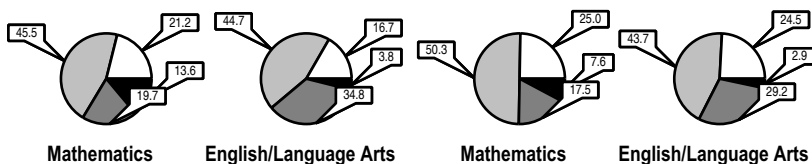
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.



**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	146	100.0	16.7	44.7	34.8	3.8	53.0	Yes	Yes
<b>Gender</b>									
Male	61	100.0	17.3	48.1	32.7	1.9	51.9		
Female	85	100.0	16.3	42.5	36.3	5.0	53.8		
<b>Racial/Ethnic Group</b>									
White	116	100.0	14.3	45.7	36.2	3.8	57.1	Yes	Yes
African-American	25	100.0	21.7	43.5	30.4	4.3	39.1	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	107	100.0	9.3	42.3	43.3	5.2	62.9		
Disabled	39	100.0	37.1	51.4	11.4	0.0	25.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	143	100.0	15.4	45.4	35.4	3.8	53.8		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	144	100.0	15.4	45.4	35.4	3.8	53.8		
<b>Socio-Economic Status</b>									
Subsidized meals	110	100.0	21.9	44.8	30.2	3.1	46.9	Yes	Yes
Full-pay meals	36	100.0	2.8	44.4	47.2	5.6	69.4		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	146	100.0	21.2	45.5	19.7	13.6	47.7	Yes	Yes
<b>Gender</b>									
Male	61	100.0	19.2	48.1	19.2	13.5	51.9		
Female	85	100.0	22.5	43.8	20.0	13.8	45.0		
<b>Racial/Ethnic Group</b>									
White	116	100.0	17.1	45.7	21.9	15.2	50.5	Yes	Yes
African-American	25	100.0	34.8	47.8	8.7	8.7	34.8	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	107	100.0	12.4	48.5	20.6	18.6	55.7		
Disabled	39	100.0	45.7	37.1	17.1	0.0	25.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	143	100.0	20.0	46.2	20.0	13.8	48.5		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	144	100.0	20.0	46.2	20.0	13.8	48.5		
<b>Socio-Economic Status</b>									
Subsidized meals	110	100.0	26.0	46.9	18.8	8.3	40.6	Yes	Yes
Full-pay meals	36	100.0	8.3	41.7	22.2	27.8	66.7		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample



**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	52	98.1	22.2	44.4	26.7	6.7	33.3
	<b>Grade 4</b>	46	100.0	23.3	48.8	25.6	2.3	27.9
	<b>Grade 5</b>	54	100.0	26.5	51.0	22.4	N/A	22.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	51	100.0	18.4	38.8	38.8	4.1	42.9
	<b>Grade 4</b>	51	100.0	20.0	42.0	34.0	4.0	38.0
	<b>Grade 5</b>	44	100.0	17.5	52.5	27.5	2.5	30.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	52	100.0	26.1	56.5	13.0	4.3	17.4
	<b>Grade 4</b>	46	100.0	23.3	53.5	18.6	4.7	23.3
	<b>Grade 5</b>	54	100.0	14.3	49.0	18.4	18.4	36.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	51	100.0	24.5	55.1	14.3	6.1	20.4
	<b>Grade 4</b>	51	100.0	28.0	44.0	18.0	10.0	28.0
	<b>Grade 5</b>	44	100.0	12.5	35.0	27.5	25.0	52.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample



SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 321)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	8.7%	N/A	3.2%	2.7%
Attendance rate	96.4%	Up from 95.4%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.6%	3.5%
Eligible for gifted and talented	7.5%	Down from 14.5%	10.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.6%	Down from 14.5%	8.8%	8.2%
Older than usual for grade	1.6%	Down from 7.0%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	46.2%	Up from 37.0%	46.9%	51.4%
Continuing contract teachers	92.3%	Down from 92.6%	87.5%	87.5%
Highly qualified teachers**	100.0%	N/A	95.7%	95.0%
Teachers with emergency or provisional certificates	4.0%		0.0%	0.0%
Teachers returning from previous year	78.1%	Down from 79.5%	86.3%	86.7%
Teacher attendance rate	94.3%	Down from 97.2%	94.6%	94.9%
Average teacher salary	\$40,086	Up 4.4%	\$39,921	\$40,760
Prof. development days/teacher	13.6 days	Up from 12.8 days	13.1 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 16.4 to 1	18.6 to 1	18.9 to 1
Prime instructional time	88.8%	Down from 91.1%	89.5%	90.0%
Dollars spent per pupil*	\$6,024	Down 1.8%	\$6,002	\$6,044
Percent of expenditures for teacher salaries*	62.9%	Up from 58.3%	65.5%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.4%	Down from 97.0%	99.0%	99.0%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	90.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.



**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2003-2004 school year proved to be a wonderful and rewarding year for our J. C. Lynch Elementary School family. Our goal was to spend time studying our rich history in order to impact our future. In order to accomplish this goal, the faculty at JCLE spent the past year studying and analyzing data to prepare for the school's first site visit from the Southern Association of Colleges and Schools. The hard work paid off as the school was recommended by the visiting team for initial accreditation to be granted in December of this year.

Our PACT scores this year as well as the meeting of our goals for Adequate Yearly Progress demonstrates our commitment to providing quality teaching and learning in a safe and nurturing environment. While we are proud of our students, we know that continuous improvement requires careful analysis of test data each year. Our task is to then make curriculum and instructional decisions that meet the needs of all students. Our main goal is to ensure success for every student.

During the past year, students, families, and staff participated in a variety of academic and community activities. Staff development focused on best practices in reading instruction. This is due largely to a \$443,000.00 Reading First grant that was awarded to JCLE and another neighboring school. These funds will be used for on-going staff development in reading as well as equipping our classrooms for excellence in reading instruction. Forty students participated in the Before School Program to assist students in strengthening their academic skills. Students also had the opportunity to attend the Extended Day Program. This program enabled students to work on study skills as well as homework with certified staff. Our PTO and SIC sponsored events such as Popcorn Fridays, Candy Apple Treats, Valentine Bears, and Pennies for the Playground. The Lake City Concert Series provided two wonderful artists-in-residence participants for our children. Our children reached the school Accelerated Reader goal and had fun celebrating this milestone with various incentives including a trip to see the movie "Brother Bear."

Please carefully review the information in this report. It is vital to our children that parents, community members, and staff members continue to work together in harmony to ensure the best educational experience for all students.

Donna Goodwin  
Principal

April Evans  
SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	27	40	27
Percent satisfied with learning environment	100.0%	97.5%	88.9%
Percent satisfied with social and physical environment	100.0%	100.0%	92.3%
Percent satisfied with home-school relations	100.0%	97.5%	68.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.